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ABSTRACT

This report describes the demographic characteristics of entering freshmen in Fall 1973 at Atlantic Community College (New Jersey). All 707 of the newly enrolled first time students were surveyed. It was found that the typical ACC full-time entering student attends ACC because it is close to home. He or she is the only college student in his family, is single, and lives at home. He/she is not supported by parents and thus plans to work while in school and needs financial aid. This student, a public high school graduate, wants to study business, social science, or education, and plans to transfer to a four year college. He/she needs educational and vocational counseling, as well as help with reading and study skills. The report also compares ACC student characteristics to nationwide characteristics. They are more likely to be from poorer homes dependent upon public assistance. They receive less money from their parents and fewer are claimed as dependents by their parents. (ER)

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ATLANTIC COMMUNITY COLLEGE

ENTERING CLASS OF FALL 1973:
DEMOGRAPHIC DATA REPORT

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OFFICE OF RESEARCH
June 18, 1974

I. INTRODUCTION

The following is a demographic data report examining the characteristics of the students attending Atlantic Community College. The data was analyzed and the report written by Professor Kristen Patton, Coordinator of Research. Valuable cooperation was provided by Ms. Linda de Simone, Director of Admissions.

II. OBJECTIVES

The purpose of the study was to assemble a composite picture of the typical ACC freshman and to determine in what respects the ACC freshman differed markedly from his counterparts nationally.

III. DESIGN

Population

Surveyed were all 707 of the newly-enrolled first-time students entering ACC in the Fall of 1973 as full-time students.

Data Collection

Data was collected from the computer print-out of ACC entering students' responses to the CGP (Comparative Guidance and Placement) Biographical Inventory Summary. The CGP is a standardized test which, in addition to testing achievement in basic subject areas, asks personal questions, the answers to which make up the Biographical Inventory Summary. 58,951 students entering public comprehensive community colleges in 1973 were tested.

IV. RESULTS

A. Why Did They Choose ACC?

35% of the entering students indicated that they choose ACC because it was close to home. Another 16% were attracted by a specific major, while another 10% came because it was inexpensive. Half of the group entered directly from high school; 25% had worked for a year or more before entering.

B. How Do They Plan To Finance Their Education?

73% reported that they were the only child in their family in college that semester; 67% receive no money for education from their parents; 53% indicated a need for financial aid; 51% plan to work to help finance their education; 47% intend to work more than 16 hours per week.

C. What Kind Of Grades Did They Receive In High School?

Over one-third of the group indicated high school grades of half B's and half C's. A much larger percentage of women than men received half A's and half B's (17% vs. 4%), and a much larger percentage of men than women received mostly C's (24% vs. 11%). 51% received B or above in the last high school English course taken (21% of women and 9% of men received an A). 31% received grades of B or above in the last high school math course taken (there was little difference between the grades of men and women in math). 27% reported receiving high school scholastic honors or awards, and over three-fourths of the group indicated that they felt grades were quite or very important.

D. What Are Their Backgrounds?

60% of the entering students intended to live at home with their parents, while 29% had their own homes or apartments. 82% were single. 46% live within 11 to 20 miles of the campus, and 58% have their own car (14% indicated that they intended to use public transportation). 68% graduated from public high schools and 17% from Catholic high schools.

57% of the mothers of the entering students and 48% of the fathers had finished high school (11% of the fathers and 6% of the mothers had two or four year college degrees). Of the fathers' occupations, 19% were skilled workers, 14% were in small business, and another 14% were semi-skilled workers. 44% of the mothers were classified as homemakers (an additional 12% were engaged in sales or secretarial work).

E. What Are Their Needs?

56% expressed a need for educational and vocational counseling; 53% felt they needed study skills; 45% felt they needed reading skills; 14% desired personal counseling. On the financial side,

53% wanted financial aid and 36% needed help finding a job.

F. What Are Their Interests?

On the extra-curricular side entering students were interested in participating (but not actively) in a number of activities. The greatest interest was in athletics (50% of the women and 67% of the men). In addition, half of the group said they were interested in student government, and half were interested in social or school spirit organizations. 40% were interested in journalism or literary activities; another 40% were interested in department or pre-professional activities.

16% planned to major in business (23% of the men; 9% of the women), 10% planned to major in social science, and 10% planned to major in education (12% of the women; 7% of the men). In addition, 13% of the women planned to major in biological or health sciences.

G. What Are Their Future Plans And Goals?

45% of the entering students intended to transfer to a four-year school upon completing ACC. Another 26% planned to go to work. More men than women (57% vs. 33%) intended to transfer. 28% hoped to complete a two-year specialized program (17% of the men and 39% of the women). 48% felt that they were definite in their choice of curriculum.

V. CONCLUSIONS

A. The Typical ACC Full-time Entering Student is One Who:

1. Attends ACC because it's close to home.

2. Is the only child in the family attending college.

3. Plans to work to defray college costs.

4. Needs financial aid.

5. Receives no money for education from parents.

6. Believes grades are important.

7. Lives at home.

8. Is single.

9. Attended public high school.

10. Has a mother who finished high school and a father slightly less likely to have finished.

11. Has parents who earn less than $10,000 a year.

12. Has a mother who probably does not work outside the home.

13. Has a father who is engaged in an occupation not requiring formal education.

14. Would like to participate (but not actively) in college organizations and activities -- especially athletics.

15. Is interested in majoring in business, social science or education.

16. Is quite certain of his choice of curriculum.

17. Plans to transfer to a four-year school

18. Needs educational and vocational counseling.

19. Needs help with reading and study skills.

20. Probably entered ACC directly from high school.

B. <u>ACC entering students' responses differed significantly from those of community college students nation-wide in the following areas:</u>

1. ACC students live further from the college (87% live over 6 miles from the campus vs. 63% nationally).

2. More students graduated from Catholic high schools (17% vs. 7%).

3. ACC students graduated in somewhat larger high school classes than nationally (73% were in classes larger than 200 vs. 63%).

4. More financial aid (53% vs. 37%).

5. Somewhat higher percentage of black entering students (27% vs. 18%).

6. Slightly lower parental income (26% below $6,000 vs. 17%).

7. Slightly higher number receive public assistance (25% vs. 19%).

8. Fewer receive money for education from their parents (28% vs. 38%).

9. Fewer are claimed as dependants by their parents (31% vs. 47%).

APPENDIX

Additional information not covered by the CGP questions was obtained from 621 of the entering students by means of a local questionnaire administered by the Office of Admissions. The following added information was revealed about the entering class of 1973 from these questionnaires:

Age

17 - 20 years	70.7%
21 - 30 years	23.3%
31 - 40 years	4.0%
Over 40	2.0%

High School

Absegami	1.3%
Atlantic City	18.4%
Hammonton	1.4%
Holy Spirit	13.6%
Lower Cape May	.7%
Mainland	6.0%
Middle Township	.9%
Oakcrest	8.1%
Ocean City	3.6%
Pleasantville	5.4%
St. Augustine	.1%
St. Joseph's	.8%
Wildwood	1.4%
Wildwood Catholic	.3%
Vineland	3.4%
Out of County	24.7%
GED	9.3%

Rank in Class

First Quarter	17.8%
Second Quarter	13.2%
Third Quarter	20.5%
Fourth Quarter	23.1%
No Ranking	15.7%

County of Residence

Atlantic	81.4%
Cape May	15.2%
Cumberland	1.4%
Gloucester	.3%
Camden	1.7%

Therefore, it may be added to the profile of the entering student that he or she is probably an Atlantic County resident between the ages of 17 and 20. In addition, there is a good chance that he or she graduated from Atlantic City High School or Holy Spirit and is slightly more likely to have been in the bottom half of the class than the top.

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